

Texas Pathways
Institute
November, 2018

Moving from transactional to transformational (holistic) advising Krista O'Neill

Redesigning advising in
guided pathways:
Lorain County Community
College's journey.



- Chartered in 1963
- Elyria, OH campus opened 1966
- 20 Minutes West of Cleveland
- Diverse County—Suburban, Urban and Rural
- Population mirrors county composition
- 15,000 LCCC Students
- 3,000 University Partnership Students
- 70% Part-time Students
- 30% Full-time Students
- 69% Receive Financial Aid/Scholarships
- 40% Pell eligible
- In county tuition \$134.04 per credit hour
- Accredited by the Higher Learning Commission

What is Holistic Advising?

- Holistic means working with the “whole” student including non-cognitive factors and structural barriers, career and financial stability issues. It’s a shared experience focusing on academic and non-academic supports.
- Advising structure can promote holistic and transformational advising but holistic can occur in any advising system.

- Why is a Holistic/Relational Model Important?
How do students benefit?

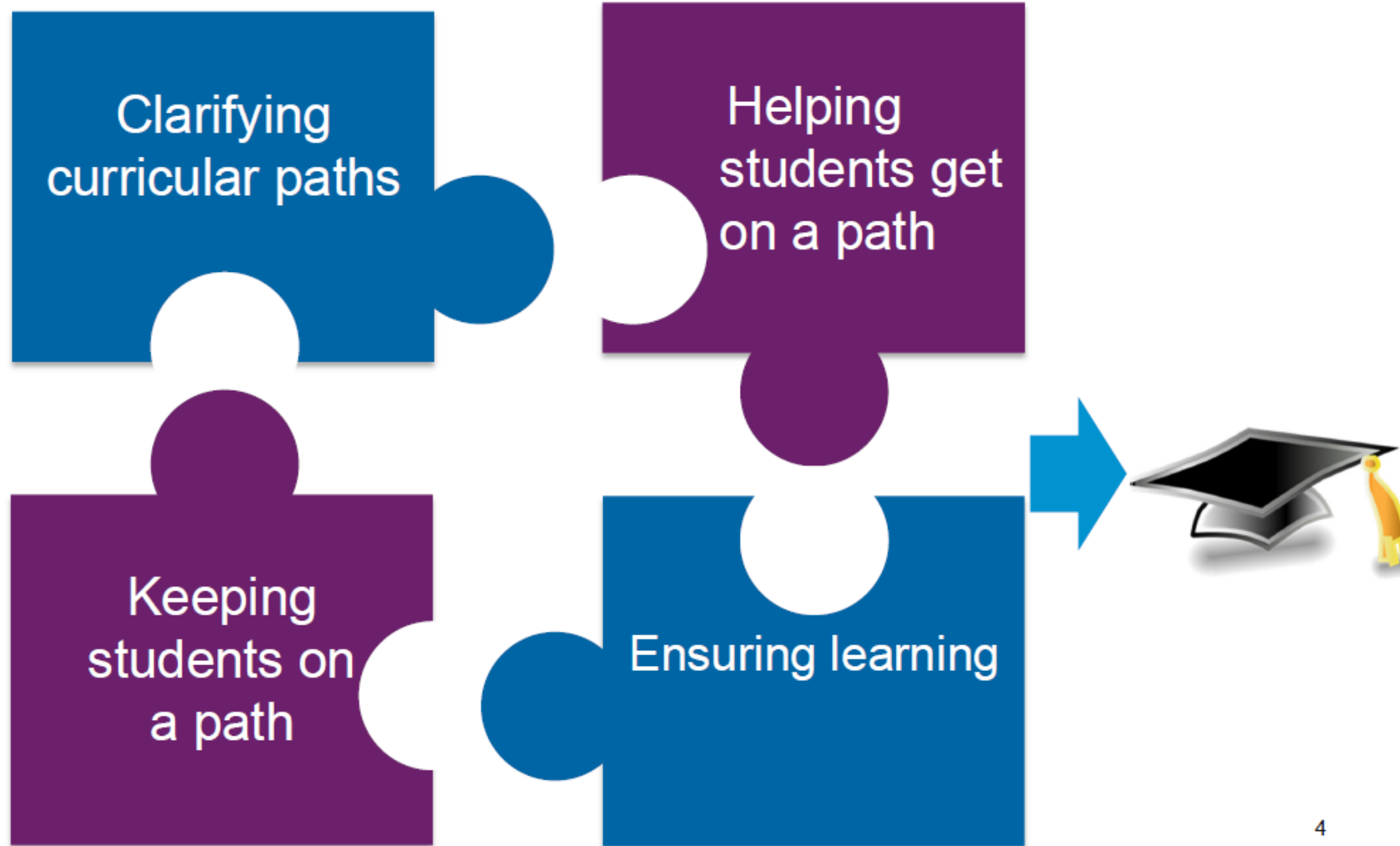
“Sometimes We have to Believe in Students first before they can believe in themselves”

- Relational model/Appreciative Advising: Students have their person and that person stays with them.
- Holistic: Career and financial stability/ literacy conversations/non-cognitive and structural barriers such as motivation, food and housing insecurity.
- Help students find their voice/agency. Bridges out of Poverty: Bonding/bridging capital and future story.

Holistic advising approaches

- Jennifer Bloom's Appreciative Advising techniques "Disarm, Dream, Design, Deliver, Don't Settle."
- Use of storytelling and story listening in advising. What is the student really telling you?
- Coaching/mentoring/strong referral tool box.
- Early and on-going career conversations.

Guided Pathways Practice Areas



- Redesigning advising to move from a transactional to transformational and holistic model: a case study



Shift from Access to Access & Success

Year	Description
2011	Achieving the Dream
2011	Completion by Design Ohio Cadre
2014	100% Performance Funding
2015	ATD Leader College
2016	Frontier Set Network

New Student Requirements Onboarding Implemented Spring 2013

Application

- Online Application – September 2014
- Personalized Follow up within 48 hours Follow-Up for new students

Assessment

- Boot camps
- Accuplacer
- ACT/SAT
- Writing Sample

College Student Inventory

- Noel Levitz product – student questionnaire/non-cognitive and customized questions to identify under-served students
- Online or In-Person

Orientation

- In-person preferred
- On-line mirrors in-person & serves as resource
- Coordinated & delivered by Advisors & Enrollment Services Staff

Register for Classes

- Individual Appointment
- Meet with Assigned Advisor/Counselor
- Schedule Classes



MyCAP

Career
Advantage Plan

Your Plan for a Successful Future

- Establish Short & Long-Term Plan
- Team Approach (Career & Academic Advisement Professional, Counselors, Experiential Advisement Professional, Financial Services, Faculty Advising)

Sample questions for new student survey.

- I have many responsibilities (work, family etc.) or challenges that I am afraid will interfere with my ability to do well in school.
- I am good at focusing, managing my time, and getting assignments completed on time.
- I have supportive family and/or other people who are encouraging me as I attend college.
- I believe I have adequate resources (i.e. housing, food, income, medical) in order to be successful in college.
- I have regular access at home to the internet and a reliable computer for on-line coursework (Canvas), student e-mail and student portal.

Academic Advising and Counseling – Historical Perspective

- Counselors were specialists who worked mainly on an appointment basis.
 - Long wait times for appointments, back logs for plans.
- Academic Advisors were generalists who worked mainly on a walk-in basis. (one stop shop-cafeteria model)
 - Knew general knowledge but not in-depth program nuances, overwhelming knowledge required.
- Student Success Coaches added
 - Added to help students from entry to completion but “no hook” for students to meet. Success coaches (July 2017) recently moved to advisors and coaching infused in overall advising model.

The Student Voice leads to major redesign!

How do you think LCCC can help drive student completion for academic & career success?

- It should be a requirement for students to meet regularly with their counselors to make sure they are staying on track and to come up with goals they wish to meet every semester.
- Over the past three years, I have been placed with 7 different counselors.
- Having someone who genuinely cares about your success and helps you, makes all the difference.
- I think that one of the most important things LCCC can do is to set the student up with an advisor who is educated as well as passionate about the field that the student is interested in.
- I have had three different advisors and my experiences with each were vastly different.
- I think it would be a lot more effective if we had just one advisor consistently throughout our schooling.
- Having different advisors is a detriment. Students should have one advisor during their entire career as a student. This would allow for a relationship and understanding to be formed and would allow for the best possible outcome because the advisor would know what that student's goals are and would know how to keep them on track for to successfully graduate.

Advising Teams based on Pathways

- Health and Wellness



ALHN/HPER/Wellness

- Business & Entrepreneurship
- Computer & Information Technologies
- Culinary & Hospitality



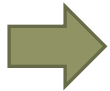
Business/CISS/Culinary

- Education
- Human/Social Services & Public Safety



Human Services/Social Sciences/ Education/ Criminal Justice

- Liberal & Creative Arts



Liberal & Creative

- Engineering & Manufacturing
- Science & Math



STEM/AAS/ENGT

Advising Teams - Redesign

- Team Lead (Counselor or Advisor)
 - Responsible for training and providing team leadership and oversight.
 - Teams are self governing and determine meeting times and frequency and cover each other's students when necessary.
- Academic Counselors and Academic Advisors
Other team members:
 - Career Services
 - Financial Services
 - Faculty Mentors
 - Wrap around services: "It takes a village to graduate a student."

Design Thinking Approach to Redesign

- Begin with the End in Mind.
- Identify results you are trying to achieve.
- Ask students and listen.
- Choose the right team/people to do the work.
- Identify data you need and the KPIs (Key Performance Indicators) that inform your decision making.
- Imbed a researcher on the team at the beginning.
- Leverage design principles & change mgmt.

Academic Advising Redesign Action Plan

Concept:

As an institution committed to student success and redesigning the student experience to work towards our goal of increasing the number of degrees and certificates annually and to reach first-time, full-time graduation rate of 30% for our 2018 cohort, a redesign of academic advising is the logical next step. According to Melinda Karp (2016), the practice areas under guided pathways include clarifying curricular paths, helping students get on a path, keeping student on a path, and ensuring learning. Advising and student support are the architecture needed to support guided pathways and greater student success throughout the student experience – from entry to completion. LCCC student feedback further makes the case for redesigning our Academic Advising system as detailed in Appendix A.

The academic advising redesign is one of the biggest initiatives that Enrollment Services has undertaken in the last twenty years but will be well worth the rewards for students. According to Karp (2016), an effective advising system should be driving towards sustained or ongoing support; strategic and differentiated services to maximize capacity; intrusive and integrated services as part of the student experience (not views as stand-alone interventions), and personalized so students receive the support they need when they need it from an individual that knows them well. For these reasons, redesigning academic advising is the logical next step not only nationally but for Lorain County Community College.

Overarching Goals

1. All students have assigned person (Student Success Coach, Advisor, Counselor) in PeopleSoft and SSP
2. Increase number of LCCC Degree and Certificates Awarded for 2017 by 10% - 175 students
3. Have a individualized Career and Academic Plan (MyCAP) for all students by Fall 2017
4. No negative impact on enrollment

Empower others to act

- Subcommittees created and empowered to act. Green light and some yellow light people.
- Committees: Advisor assignment, team composition, scheduling, workflow/caseload, professional development.
- New subcommittees evolve as redesign evolves: walk-ins.

Advising Teams - Training


- Advising team members were trained by counseling or advising specialist on program specific information.
- Monthly Team meetings, Monthly overall advising/division meetings and on-going training and in-service.
- Additional Training/Professional Development includes:
 - Inspire for Advisors/Scheduler/Degree Map (Civitas)
 - Customer Service
 - Grit/Growth Mindset
 - Career Decision Training/Career Development Facilitator
 - Acuity Scheduling Software
 - Appreciative Advising
 - Bridges out of Poverty
 - Multiple webinars

Proactive Intervention

- With Assigned Advisors, Intervention can now become more intentional and personalized
 - Early Intervention based on the CSI.
 - Advising Team members will reach out to students that Inspire for Advisors identifies as at risk based on predictive buckets and PeopleSoft queries provide information on midterm grades, credit hours accumulated, etc.
 - Scripted emails will be crafted for advisors to send to their students that will provide positive nudges (Dean's List) and offer assistance/referrals to those in need. Inspire provides easy platform to accomplish this.
 - Relational model has advisor with student from application to graduation. Provides framework for holistic advising and case management.

Tools for holistic advising: Inspire for Advisor (predictive analytics)

inspire™ ADVISOR Student Search Welcome, Mark
DASHBOARD Last Multisystem Sync: 9/17/2016 12:59:59 AM



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Student Information

Undergraduate
Student Level


Continuing
Student Type

Universal Arts
Plan



LCCC1-UNIV
Program

Concentration


Persistence Probability


Very Low

Persistence Change

 → 
6 days ago

Spring 2016 Enrollment

 Not Enrolled

Breale's peer group is continuing mixed/online undergraduate students at Lorain County Community College

★ **Inspiration** 1 personalized factors linked with higher likelihood to persist than peers.

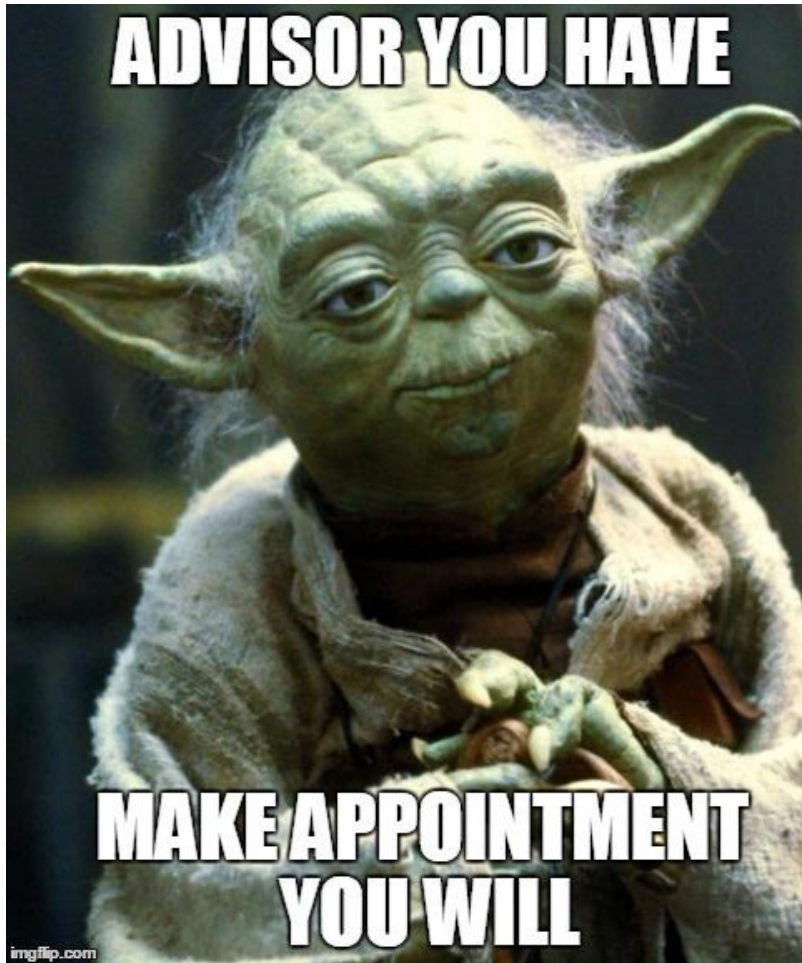
FACTOR	IMPACT
Originally from USA	LOW

⚠ **Intervention** 9 personalized factors linked with lower likelihood to persist than peers.

FACTOR	IMPACT
Cumulative GPA is 0.00	HIGH
Earned an average of 0.00 credits per term last year	HIGH
Has earned an average of 0.00% of credits attempted per term	MODERATE
Has earned 0.00 credits overall	MODERATE
Cumulative online GPA is 0.00	MODERATE
GPA was 0.00 last term	MODERATE
Earned an average of 0.00% of credits attempted per term last year	LOW

[Help](#)

Informing Students!



Lessons Learned

- The work is never done. Redesigning and tweaking of the model is a constant.
- Some advisors will struggle moving from transactional to transformational and others will thrive in this model.
- Relational model promoting holistic advising requires strong institutional commitment to staffing and ideally full time staffing.
- Advisors playing key roles in financial literacy/stability/career discussions/resourcing for students as part of a holistic model as well as getting students on a pathway will increase retention and graduation.

Lessons Learned

- Professional development for staff is key. Be looking for latest trends. Student narrative/storytelling. Students want to be heard and understood.
- It's really important when changing so dramatically to emphasize the "why"?
- People buy into what they help create.
- Evaluation plan is key
- Start in whatever way works best but start. Onboarding is a great place to begin.

Academic Advising Evaluation Plan

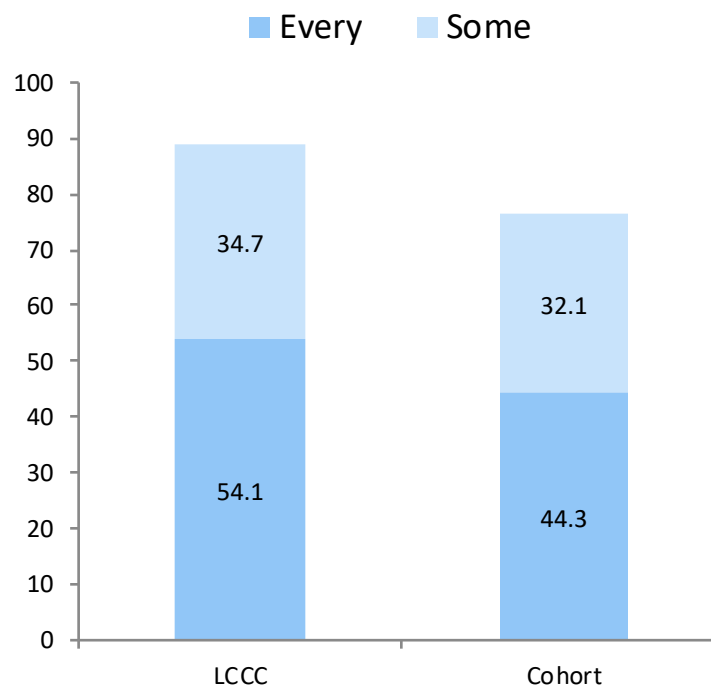
Inputs	Outputs			Outcomes	
Resources	Activities	Participants	Short-term: learning	Medium-term: actions	Long-term: ultimate benefits
<p>Enrollment Services</p> <p>Marketing & Outreach Initiatives</p> <p>Information Systems & Services (IS&S)</p> <p>Program and Career Pathways</p> <p>PeopleSoft advisor assignment functionality</p> <p>Acuity Scheduling</p> <p>Civitas Inspire for Advisors</p>	<p>Move to a case management advising model where every student is assigned to a personal advising staff member</p> <p>Orient advising staff in teams based upon Program and Career Pathways</p> <p>Transition to a blend of appointments and walk-ins to maximize service to students</p> <p>Train staff in predictive analytics software to identify students in need of support earlier than early alerts</p> <p>Provide professional development to further support high-touch advising</p>	<p>Advising team:</p> <ul style="list-style-type: none"> - Counselors - Advisors - Success Coaches - CCP Advisors - SAIL program <p>staff</p> <p>Enrollment</p> <p>Services staff</p> <p>Students</p>	<p>Advising staff members will learn specialized content about advising students in their program and career pathways</p> <p>Students will be able to better plan ahead by scheduling appointments with their assigned advising staff member</p> <p>Advising staff will be able to identify and outreach to students at greatest risk of not persisting</p> <p>Advising staff will learn best practices through participation in professional development activities</p>	<p>Students will receive more consistent advising from one staff member with specialized knowledge about their program and career plan</p> <p>Most students will schedule an appointment with their advisor rather than waste time waiting for one</p> <p>Advising staff can identify their students who are most in need of intervention</p> <ul style="list-style-type: none"> - students who are struggling but have not been identified by the early alert system - students who are close to or have met the requirements for a degree but have not yet applied for graduation <p>Advising staff will demonstrate and share best practices in advising</p>	<p>By following a program and career plan developed with their assigned advisor, students will be more likely to graduate, spend less time and money getting there, and being more prepared for their chosen career</p> <p>More students will begin to register early</p> <ul style="list-style-type: none"> - students who register early are more likely to persist - advising staff will be able to focus more time on outreach to medium- and high-risk students <p>Advising staff will take greater ownership of student success efforts knowing that more of their own students will walk across the stage</p>

CCCSE Results on Special Focus: Advising

Special Focus Question: *Since your first academic term at this college, have you met (in person or online) with an academic advisor before registering for classes each term?*

- ▶ LCCC students are more likely to meet with an advisor before each term (54%) or at least some terms (35%) compared to the Cohort (44% and 32%, respectively).
- ▶ 89% of LCCC students meet with an advisor before the start of the each term at least some of the time compared to 76% of the Cohort.
- ▶ 57% of LCCC students report they were required to meet with an advisor prior to registering compared with 44% of the Cohort.

Met with Advisor each Term?

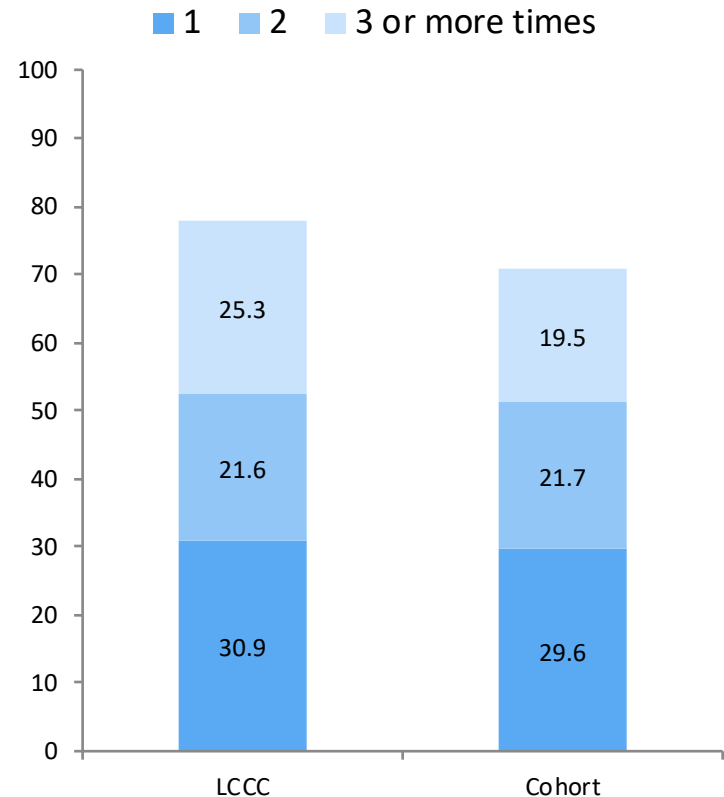


CCCSE Results on Special Focus: Advising

Special Focus Question: *During this academic term at this college, how many times have you met (in person or online) with an academic advisor?*

- ▶ LCCC students were more likely to have met with an advisor this term compared to the Cohort (78% and 71%, respectively).
- ▶ This is consistent regardless of frequency, but is most notable in proportion who met with an advisor 3 or more times (25% vs. 19%).
- ▶ A separate analysis was done on those LCCC students who stated they had met with an advisor more than twice and showed that 47% met with the same advisor each time.

Frequency of Advising



Making Progress: 213% Increase IPEDS First time, Full Time Graduation Rate 2008 to 2015 Cohorts (150%)



213%

25%

8%

10%

10%

13%

15%

19%

23%

2008

2009

2010

2011

2012

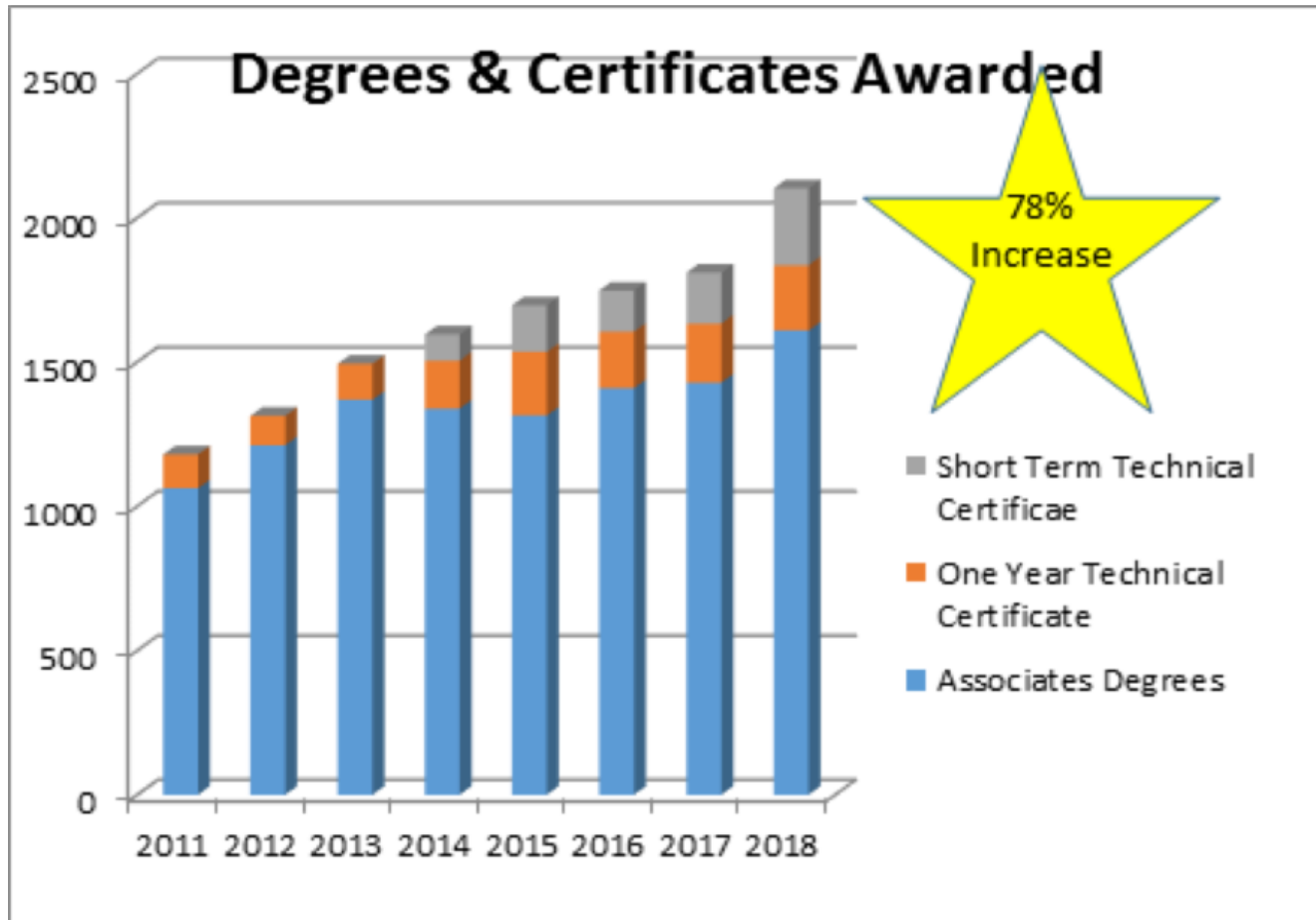
2013

2014

2015*

*2015 figure reflects rate through Spring 2018; summer 2018 graduation activity to be included in the calculation once final.

Increased degrees and certificates



Questions?

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